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ABSTRACT

Many universities have several administrative and departmental units interested in teaching some portion of leisure science. Competition for responsibility, or turf, and duplication need to be kept at a minimum. At the Ohio State University, agreements as to respective roles were reached between the program in Parks and Recreation Administration and the programs in Health, Physical Education and Recreation, Forestry, Environmental Education, Fisheries and Wildlife Management, and Landscape Architecture. Steps in defining the areas of responsibility included a self-evaluation and long range plan, discussion with each of the other programs, compromise, and agreement as to responsibility. Each of the administrative units concerned with recreation separately defined its objectives, faculty strengths, and capabilities. Departmental faculty: (1) interpreted its role as assigned by the original mission of their school; (2) determined areas of competency; and (3) selected subject areas as being within its mission and competency. "Turf conflicts" between each of the departments were worked out with compromise. Communication, both internal and external, enabled all parties to keep working at the problem until a solution was reached. (CJ)

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WHOSE TURF IS THIS?

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For Presentation at the SPRE Symposium on Leisure Research:
Curriculum Planning and Evaluation

INTRODUCTION

The subject of this paper is the rationale used at The Ohio State University in defining the role of the Division of Parks and Recreation Administration within leisure science. Ohio State, as do many universities, has several administrative units interested in teaching some portion of leisure science. In an attempt to serve the students most effectively, the areas of overlap needed to be understood. Competition for responsibility, or turf, and duplication needed to be kept at a minimum. Agreements as to respective roles were reached between the program in Parks and Recreation Administration and the programs in Health, Physical Education and Recreation; Forestry, Environmental Education; Fisheries and Wildlife Management; and Landscape Architecture.

In describing Michigan State University's Ph.D. degree in Parks and Recreation, Lou Twardzik pointed out that recreation is a unique field that integrates models and theories from many disciplines.[4] Jeffrey Godbey tells us that the maturing of our academic approach to recreation has meant a closer relationship with many other disciplines.[2] The profession that we call parks and recreation administration was formed by the amalgamation of organized recreation, park planning and landscape architecture, and

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natural resources management.[1] Each of these areas have academic representation on most university campuses. The application of models, concepts, and principles originating in other academic areas, confuses the uninitiated, irritates the practitioner, and confounds the university administrator.

When applied to recreation, the question of "who is responsible for what," causes a great deal of concern in professional and academic circles. While the Society of Professional Recreation Educators (SPRE) report points out the administrative location of recreation and park education programs, they do not address the university situation where more than one department has an interest in leisure science.[3] The position of recreation education within universities has frequently been left to the strongest willed advocate. As different disciplines desire to exploit their contribution to recreation, they can bring on conflict with competing or overlapping programs. With the conflict comes the "battle for turf" or the quest for defending and expanding areas of responsibility.

There are several reasons for the university turf battles that take place over recreation. Some reasons can be traced to the loose definitions that exist within the parks and recreation profession. Some looseness in definitions is not undesirable within the profession because it leaves latitude for movement within a constantly changing field. The formation years for this profession were also the golden years for university funding when many new programs had students' and financial support. However, within the tight budget and shrinking student enrollment setting of today, the all-encompassing definitions invite conflict.

The process of defining areas of responsibility in a land grant university is complicated by the three functional assignments of resident instruction, research and extension. However, most of the problems arose when resident

instruction was being discussed. It was found that when the resident instruction conflicts were solved the other functional areas went along with the solution.

PROCEDURES

A four-step procedure was followed in defining the area of responsibility for the Division of Parks and Recreation Administration at The Ohio State University. These steps included a self-evaluation and long range plan, discussion with each of the other programs, compromise, and agreement as to responsibility. Each administrative unit was dealt with separately so that agreement was reached with it before moving to the next area of potential conflict.

Each of the administrative units concerned with recreation defined its objectives, faculty strengths, and capabilities. These definitions served as the basis for identifying how the Parks and Recreation Administration program complemented or conflicted with those programs in Environmental Education; Forestry; Fisheries and Wildlife Management; Landscape Architecture; and Health, Physical Education and Recreation.

A self-study and evaluation of the School of Natural Resources was conducted during the fiscal year 1977. At The Ohio State University, the Divisions of Parks and Recreation Administration, Forestry, Environmental Education, and Fisheries and Wildlife Management comprise the School of Natural Resources. As part of the self-study, the Divisions' faculty: (1) interpreted its role as assigned by the original mission statement of the School; (2) determined areas of competency; (3) selected subject areas as being within its mission and competency for resident instruction, research,

and extension. From the self-study findings, we developed a long range plan for the Division of Parks and Recreation Administration. As with the self-study, the long range plan was part of a school document. Potential conflicts and areas of discrete responsibility were identified in the long range plan.

CONFLICTS AND COMPROMISES

Some of the turf conflicts were of a substantial nature involving major areas of conceptual overlap while others were so minor in substance as to appear frivilous now that they have been resolved.

Health, Physical Education, and Recreation personnel viewed our Division as encroaching onto their area of programmed activities and community recreation. Landscape Architecture believed that land use planning and site analysis were their responsibilities and that our recreation site planning and design courses were unnecessary duplication of what they could cover. Forestry recognized that good forest management is done for several reasons and recreation is just one of them. Parks and Recreation Administration's comprehensive view of recreation created concern within the Wildlife and Fisheries Management Division. It considered that, for a large part, Fisheries and Wildlife Management is a subset of recreation. The most serious conflict was with the Environmental Education Division over our development of an Interpretive Service suboption while they had an Environmental Interpretation Program already active.

Each turf conflict between the Division of Parks and Recreation Administration and another unit was put into the simplest statement possible; a point for solution was sought; and a compromise was worked out through discussions.

Health, Physical Education, and Recreation (HPER)

The conflict with Health, Physical Education, and Recreation's program was based on our role in community recreation. The HPER faculty was concerned that we were getting too deeply involved in the activity portion of recreation--especially in programming. We believed that our graduates should continue to be prepared for management positions within community parks and recreation programs. The point for solution was the missions of the two programs. Parks and Recreation Administration is concerned with preparing students to be recreation area managers. The Health, Physical Education, and Recreation Department is within the College of Education. As such, its primary role is in education and not in management preparation; therefore, its Recreation division has become the Division of Recreation Education.

Parks and Recreation Administration will concentrate on teaching courses in the area of management while Recreation Education will emphasize education and recreational activities. Our Division has tightened up its definition of programming and planning to reflect the use of the natural resources by the public. Each Division recognized the need for students to understand the other's area. Recreation Education students are required to take two courses in Parks and Recreation Administration. Students pursuing the Visitor Management option of the Parks and Recreation Administration program can select from several courses in Recreation Education to help satisfy their option requirement.

Landscape Architecture

Landscape Architecture faculty members taught courses related to land use planning, site planning, and site analysis. Therefore, they objected

to our Division's being active in those areas. We countered with the argument that resource managers in many disciplines are involved in land use planning and site analyses; therefore, those fields are not the realm of Landscape Architecture. The point of solution that we arrived at recognized that recreation managers must be prepared to understand planning work provided by other professional groups or to do site analyses under certain conditions. Those conditions were best approached within the Parks and Recreation Administration courses. However, general planning and design courses taught within Landscape Architecture would be part of our Recreation Resources Planning Option.

Forestry

The Self-Study and Long Range Planning process helped our Division and the Forestry Division outline their discrete areas of responsibilities. It was recognized that foresters often manage forest land where recreation is an important use. Also, recreationists often manage land that has a lot of trees on it. Teaching the principles and techniques of park and recreation management is the responsibility of this Division. The solution was quite simple. Foresters are required to take at least one Parks and Recreation Administration course that will provide them with an understanding of what forest recreation entails. Students in Parks and Recreation Administration who are interested in land management careers are required to take two to seven forestry courses, depending upon their interests and scheduling opportunities.

Environmental Education Division

We included Interpretive Services within our Visitor Management Option. Environmental Education saw this as an incursion into their discrete area of academic concern for environmental interpretation. The solution was to

be found in our Long Range Plan objectives.

Parks and Recreation Administration's intent is to prepare persons for management careers with the appropriate career ladders in recreation area or recreation program management. Thus, our interpretive students are prepared for interpretive management positions found within parks and recreation organizations. Environmental Education Division's objectives lead more towards career ladders emphasizing the programming aspects of environmental interpretation. Students in both divisions who are interested in interpretation can take the same sequence of interpretation courses to supplement their preparation for parks and recreation management or for environment education positions. The compromise strengthened both programs by the inclusion of the interpretation courses.

We compromised by making interpretive services part of our Visitor Management option. All interpretive courses related to physical layout and management of recreation areas were made part of Parks and Recreation Administration. Interpretive methods courses were placed in Environmental Education. Because the overlapping areas of visitor management and environmental interpretation need to be developed, we have hired a faculty member on an appointment split between our two divisions.

CONCLUSION

Professionals and laymen often ask me why Ohio State does not have all of its recreation programs in one place. Quite often, that question is asked of me at a professional meeting where there are concurrent sessions being held for various program components. Those concurrent sessions have titles similar to the academic divisions I have been talking about.

Throughout our curriculum development and "turf stake-out" process, I have seen two actions play key roles. They have been communication and prior planning. Communication, both internal and external, enabled all parties to keep working at the problem until some solution was reached. University folks tend to be a little lax in pursuing administrative ends. There is a need to keep the turf discussion on top of the agenda until it is settled.

Prior planning done in the School of Natural Resource's Self-Study and Long Range Plan served as the key element in identifying the points of solution. Definition, objectives, and purposes of each program within the School was formalized and approved. Many university people prefer to keep definitions rather loose and definite plans casual. The casual approach appears to have been effective during the growth years of the fifties and sixties that enabled units to go with student demand or research funding as each came along. Now, with tightening budgets and shrinking enrollments, academic units are being pushed into practicing some of the management techniques that they teach to students.

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SLIDES

SUMMARY OF IDENTIFIED CONFLICTS, SOLUTIONS, AND COMPROMISES INVOLVING PARKS AND RECREATION ADMINISTRATION AT THE OHIO STATE UNIVERSITY

UNIT IDENTIFYING CONFLICT	*ISSUE*	*POINT FOR SOLUTION*	*COMPROMISE*
Health, Phys Ed & Rec (HPER)	Community recreation; activity programming and planning	Program missions: PRA prepares managers of recreation areas; HPER prepares leaders and educators.	PRA concentrates on recreation management courses, restrict its programming and planning to emphasize the relationships of natural resources and public needs, rely on HPER for recreation leadership courses. HPER program becomes Recreation Education, requires Rec Ed students to take at least two management courses from PRA.
Landscape Architecture (LARCH)	Land-use planning; site analysis, site planning	Recreation managers must be prepared to do site analysis; some situations could be handled better in PRA. General planning and design courses should be in LARCH.	LARCH courses are part of PRA planning option; PRA will teach courses with recreation application.
Forestry (F)	Relationship between forest land management and recreation area management	Principles & techniques of recreation management are responsibility of PRA. Principles of forestry are important to recreationists in certain areas.	Forest management students take at least one PRA course. PRA students in the Resources Management option take 2 to 7 forestry courses.
Environmental Education (EE)	Interpretation in recreation settings	Programs orientation: PRA views recreation area management as the graduates' goal; physical developments in recreation area are concern of manager. EE is concerned with education methodologies for Environmental Interpretation career.	PRA incorporated Interpretive Services as a sub-option within the Visitor Management Option. Interpretive courses pertaining to physical layout and management are part of PRA. Recognize that EE and Interpretive Services do overlap--created a joint appointment in EE and PRA.

THE OHIO STATE UNIVERSITY

SCHOOL OF NATURAL RESOURCES

DIVISION OF

PARKS AND RECREATION ADMINISTRATION

RECREATION RESOURCES PLANNING

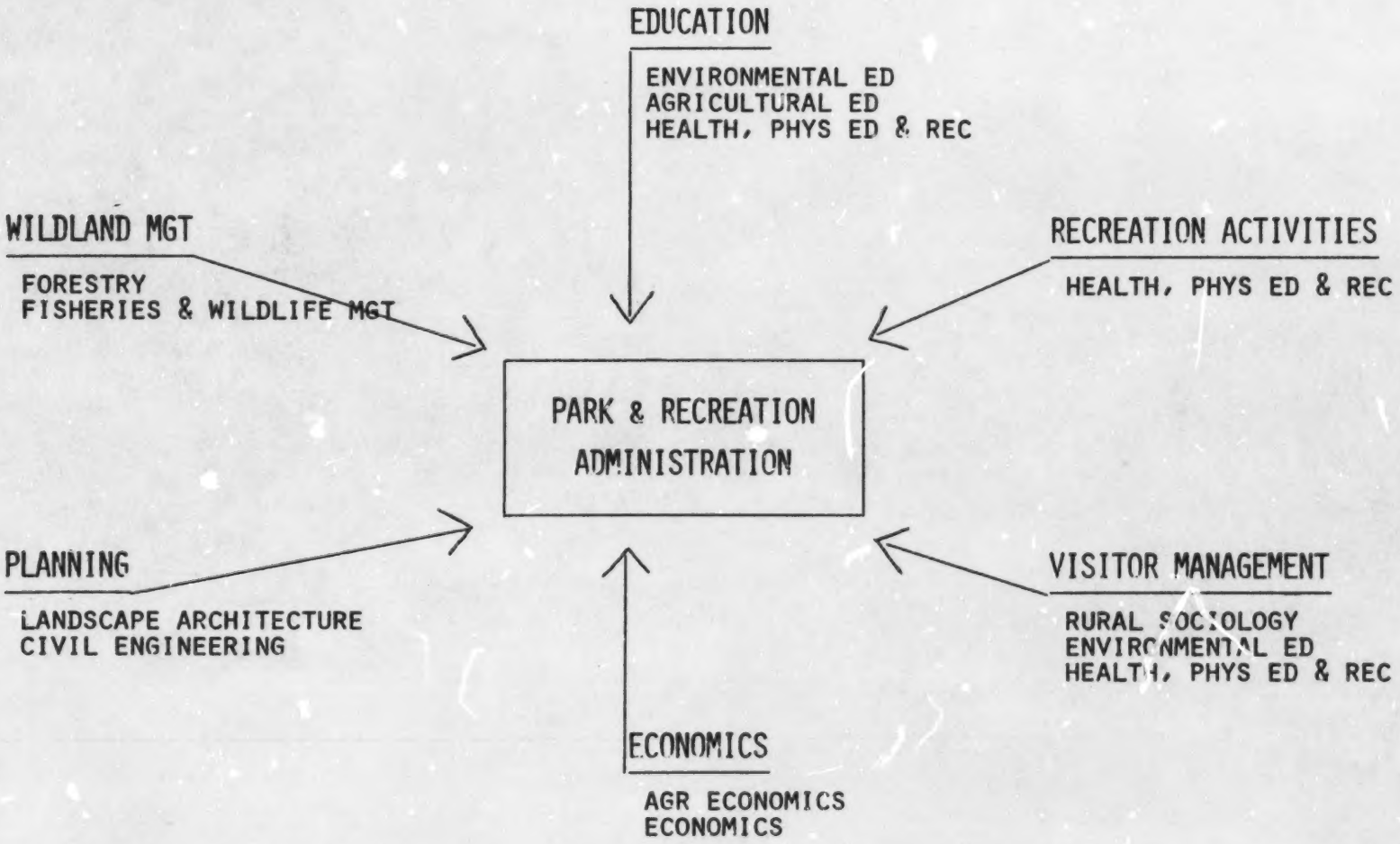
RECREATION RESOURCES

RECREATION RESOURCES ECONOMICS

RECREATION VISITOR SERVICES

RECREATION LAW ENFORCEMENT

EDUCATION CERTIFICATION



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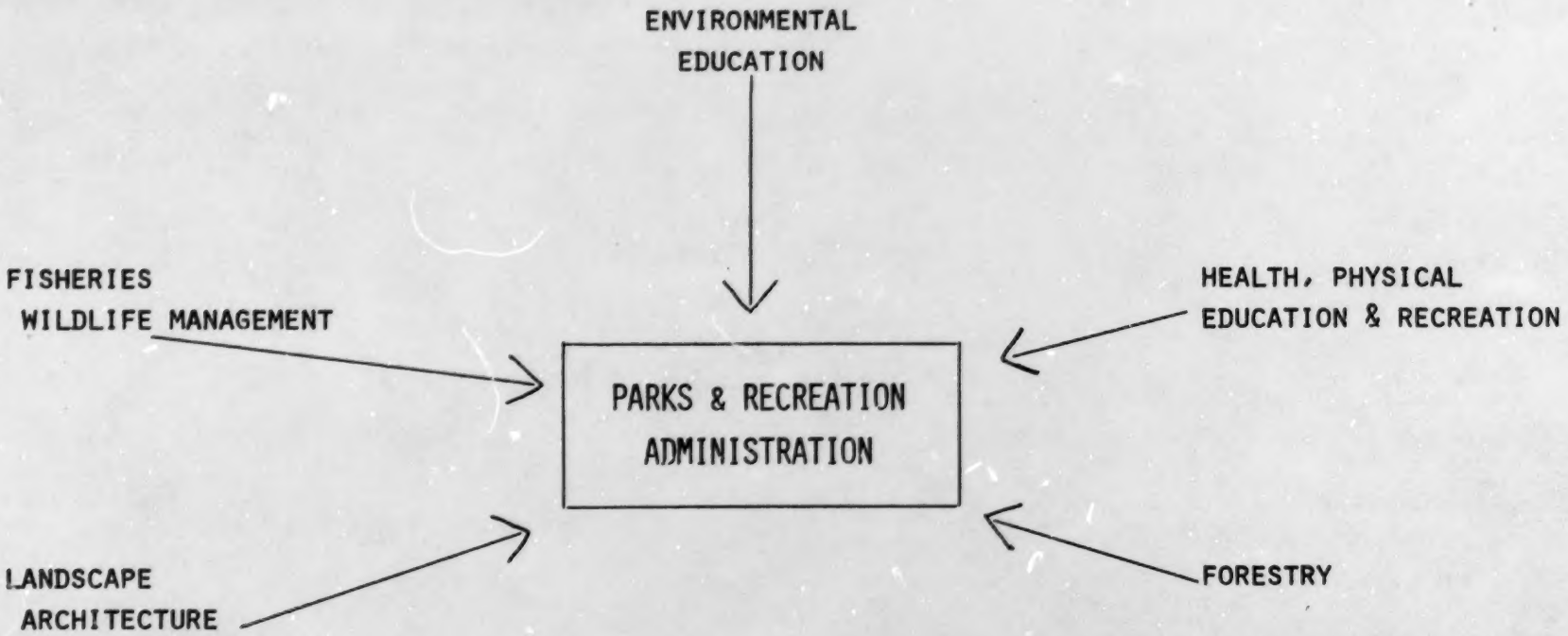

TURF CONFLICTS INVOLVING
PARKS AND RECREATION ADMINISTRATION

FOUR STEP PROCEDURE FOR DEFINING

PARKS AND RECREATION ADMINISTRATION AREA OF RESPONSIBILITY

- SELF-EVALUATION AND LONG-RANGE PLANNING
- DISCUSSIONS WITH EACH "TURF PROBLEM" PROGRAM
- ESTABLISH POINTS FOR SOLUTION AND COMPROMISE
- AGREEMENT TO RESPONSIBILITY

SUMMARY OF IDENTIFIED CONFLICTS, SOLUTIONS, AND COMPROMISES INVOLVING PARKS AND RECREATION ADMINISTRATION AT THE OHIO STATE UNIVERSITY

UNIT IDENTIFYING CONFLICT	*ISSUE*	*POINT FOR SOLUTION*	*COMPROMISE*
HEALTH, PHYS ED & RECREATION (HPER)	COMMUNITY RECREATION; ACTIVITY PROGRAMMING AND PLANNING	PROGRAM MISSIONS: PRA PREPARES MANAGERS OF RECREATION AREAS; HPER PREPARES LEADERS AND EDUCATORS.	PRA CONCENTRATES ON RECREATION MANAGEMENT COURSES, RESTRICT ITS PROGRAMMING AND PLANNING TO EMPHASIZE THE RELATIONSHIPS OF NATURAL RESOURCES AND PUBLIC NEEDS, RELY ON HPER FOR RECREATION LEADERSHIP COURSES. HPER PROGRAM BECOMES RECREATION EDUCATION, REQUIRES REC ED STUDENTS TO TAKE AT LEAST TWO MANAGEMENT COURSES FROM PRA.
LANDSCAPE ARCHITECTURE (LARCH)	LAND-USE PLANNING; SITE ANALYSIS, SITE PLANNING	RECREATION MANAGERS MUST BE PREPARED TO DO SITE ANALYSIS; SOME SITUATIONS COULD BE HANDLED BETTER IN PRA. GENERAL PLANNING AND DESIGN COURSES SHOULD BE IN LARCH.	LARCH COURSES ARE PART OF PRA PLANNING OPTION; PRA WILL TEACH COURSES WITH RECREATION APPLICATION.

SUMMARY OF IDENTIFIED CONFLICTS, SOLUTIONS, AND COMPROMISES INVOLVING PARKS AND RECREATION ADMINISTRATION AT THE OHIO STATE UNIVERSITY (Cont'd)

UNIT IDENTIFYING CONFLICT	ISSUE	POINT FOR SOLUTION	COMPROMISE
FORESTRY (F)	RELATIONSHIP BETWEEN FOREST LAND MANAGEMENT AND RECREATION AREA MANAGEMENT	PRINCIPLES AND TECHNIQUES OF RECREATION MANAGEMENT ARE RESPONSIBILITY OF PRA. PRINCIPLES OF FORESTRY ARE IMPORTANT TO RECREATIONISTS IN CERTAIN AREAS.	FOREST MANAGEMENT STUDENTS TAKE AT LEAST ONE PRA COURSE. PRA STUDENTS IN THE RESOURCES MANAGEMENT OPTION TAKE 2 TO 7 FORESTRY COURSES.
ENVIRONMENTAL EDUCATION (EE)	INTERPRETATION IN RECREATION SETTINGS	PROGRAMS ORIENTATION: PRA VIEWS RECREATION AREA MANAGEMENT AS THE GRADS' GOAL; PHYSICAL DEVELOPMENTS IN RECREATION AREA ARE CONCERN OF MANAGER. EE IS CONCERNED WITH EDUCATION METHODOLOGIES FOR ENVIRONMENTAL INTERPRETATION CAREER.	PRA INCORPORATED INTERPRETIVE SERVICES AS A SUB-OPTION WITHIN THE VISITOR MANAGEMENT OPTION. INTERPRETIVE COURSES PERTAINING TO PHYSICAL LAYOUT AND MANAGEMENT ARE PART OF PRA. RECOGNIZE THAT EE AND INTERPRETIVE SERVICES DO OVERLAP--CREATED A JOINT APPOINTMENT IN EE AND PRA.